Interview [P1]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher

Right. Brilliant. So um, you read about the project, we're looking at how English the English language is increasingly being used for academic programs at European universities. So we've been looking at a few different places. We started with the Netherlands because they had very EARLY implementation of EMI programmes dating back to the 80s. And we're also interested in this from the perspective of educational reforms. So in the case of um Austria, the University Act 2002 is is of INTEREST because that's when the university became an auto- kind of LEGALLY independent entity as such, so.

[P1]

Hm-hm.

Researcher

Umm, yeah, that's that's kind of our approach to it. We're looking also at Spain and possibly also Italy and Germany. So we're hoping to do a comparison of different countries. So the reason I contacted YOU was because I've been looking at development plans, for example from your university and I was interested in some of what I was seeing in relation to [subject area]. And you're the [unit position] of [subject area]. Am I right, yeah?

[P1]

Yeah, yes, correct.

Researcher

And I thought maybe to warm you up. Perhaps you could just tell me a little bit how long you've been doing this role or how long you've been teaching in [subject area] at the [case study university] um and if you teach in BOTH English and German, for example, so.

[P1]

Yes, I can do so. Yeah, yeah, I think I started teaching at the [case study university] in [2000s] or so as an external lecturer back then, so already for [#] years now, and I'm a- [unit position] in [subject area] since [#] years now. So I'm not sure if you're aware of the number of students in the different curricula that we are offering here in [subject area]. So we have different curricula uh, both on the bachelor's and the master's level and ALSO on the PhD level, but I'm not, sorry I have to close the window, it's a bit loud out there ((laughing)).

Researcher

OK.

[P1]

And it's very hot in here ((laughing)).

Researcher

Okay.

[P1]

But um yes, so we have uh- bachelor programs, we have master programs and PhD programs, but I'm not responsible for the PhD program. This is a separate study program which is responsible for the for the doctoral studies. So we have uh [#] bachelor programs, uh, one on [subject area] and the other one is for the TEACHER education in [subject area].

Researcher

OK.

[P1]

And then we have I think, well, I have to look it up [#] master programs.

Researcher

Oh really?

[P1]

Uh, yes. And there are also they're running parallely, but not only in [subject area], but I have to look it up also to to to to present the complete list here. So we have [#] master programs, out of which ONE is purely related to [subject area]. Um and this is the one which is ONLY being offered in English. This is [name of master’s]. So this is a pure, purely English speaking master program that we're offering. We're also doing a master's program, a joint curriculum on [name of master’s], which is also only in English, and the rest are in German.

Researcher

Right. So could you tell me the master's programs that are in German that relate to [subject area], so?

[P1]

The ONE is it's also for the teachers’ education of [name of master’s]. Then the second is on [name of master’s]. I'll just give you the LINK here, and that makes things easier. I'll just post it in the chat here if you don't mind.

Researcher

OK. Thanks. That's brilliant.

[P1]

Yeah. Yes, [name of master’s] and then the other one is on on on [name of master’s].

Researcher

OK. So so there are slightly slight variations, I mean they are RELEVANT to [subject area], but not not as much [subject area] as the English program that [?]-

[P1]

They they are ALL related to [subject area], otherwise they wouldn't be in our in our study program, but they are more SPECIALIZED let's say than than the the the GENERAL [name of English master’s] master's program. Hm-hm.

Researcher

Right, uh. What INTERESTED me about the MA in [name of English master’s] is that in the LAST development plan, it says it is planned to RENAME the master's program in [subject area] during the upcoming curriculum reform and then it had an asterisk. So that was showing it's going to be in English. So what interested me is that the bachelor's is in GERMAN and then the PREVIOUS master’s was also in GERMAN um the [subject area]. And then there was this, this DECISION to to move to an English program, they say renaming, obviously it's a different, it has become a different program, perhaps it was a rebranding initially, I don't know ((laughing)).

[P1]

Yes, it's a little bit of more, uh, a RELABELING ((laughing)) or additional label that has been put to [subject area] in order to make it a little bit more attractive than only calling it [subject area], right. So this is, and also specific kind of, yeah, FOCUS which we're uh, uh, having in the new in the new master's program related to [name of master’s], which is also kind of EVERYTHING ((laughing)). They're related to everything, but nevertheless we thought it would be a wise decision to do that in order to to give it kind of a branding.

Researcher

And and and why, why did you choose this shift to ENGLISH along with this new branding from from the OLD German course? Do you remember what the main motivation was for this?

[P1]

Yeah, sure. We we had some negotiation with with the [governance body]. They weren’t really in favor of doing that ((laughing)).

Researcher

Were they NOT, OK.

[P1]

Uh, not necessarily. They said maybe let’s do it BILINGUAL, right.

Researcher

OK.

[P1]

And then we decided to only offer it in English um also in terms of internationalization, right? So to to to to bring in people from abroad to to to to BECOME more international. And that was the MAIN reason for doing that.

Researcher

Right, right. And and where, where do you feel this push for internationalization CAME from? Was it like like a the spirit of internationalization ((laughing)) kind of ideology or was there some more kind of PRACTICAL reason for this shift to attract international students?

[P1]

I think it it was BOTH more or less. We all had a ALREADY at our faculty, not related to our study program an English speaking master's curriculum or program on [name of master’s] and we had very nice experiences there, right, to people coming from everywhere ((laughing)). More or less. And this was very yeah, FRUITFUL, let's let's put it like this and then, yeah, we had a good experience with that. And then we decided OK to to to do the same in [subject area]. Yeah, uh, also to attract yeah students from from abroad. And yeah, that that was the main reason I wouldn't, and it's also INTRINSIC kind of VISION or MOTIVATION we had to do it in English. And also of course, this is the the the way to go, this is internationalization in in academia. This is this is what we are heading to, more and more. And it's also very important to do so this, yeah, hm-hm.

Researcher

Yeah. WHY do you feel it's important to do so? Has it got to do with well, for example, RESEARCH profiles or also the way students PROGRESS through the system, maybe to doctoral level or?

[P1]

YES, hm-hm. Yeah, yeah, uh, first of all, yes. Uh, if they want to stay in academia, they need to be uh, yeah, yeah INTERNATIONAL somehow. And they need to be prepared for uh, yeah to go abroad and and and and so on. This is, I think this is very important and but ALSO on the job market, right. So if the people would like to go more international, go go abroad to to WORK also I think this is this is very important. And ALSO it's very important I think to get in contact with with students from from ABROAD ((laughing)), let's put it like that. And just to to yeah to get the the, the, the, the whole spirit. And this is that, that's it, more or less, yeah, hm-hm.

Researcher

Right, so do you remember WHY the [governance body] was AGAINST or preferred you to keep it German? What was their reason that they were a bit RETICENT to change?

[P1]

They were a bit, I wouldn't say afraid, but yeah, a little bit afraid that we were losing our our our NATIONAL students, right. So the the, the, the, the, the the AUSTRIAN students because there is some yeah, maybe some of them are not really happy when it comes to to to attend courses in English because they are a little bit SHY or whatsoever, and I think this was a little bit the fear to LOSE them, which wasn't the case at all, by the way. Hm-hm.

Researcher

So you still have students moving from the BA in [subject area] in Germany, uh sorry in GERMAN, into the NEW MA in [subject area]?

[P1]

Yes, definitely ((nodding)).

Researcher

So the composition is that you still RETAIN the German students, but you ALSO have international students. What is the kind of composition NOW say this year, you know?

[P1]

I would say, I would say 50-50 something uh like, I would I would need to to look it up if you would need the the, the the REAL numbers in the end. But I would say just that it's more or less it, yeah. So we became WAY more international. Of course, we made it very OPEN right to the the the subscription CRITERIA, yeah. So they don't necessarily NEED to have BA or BSc in [subject area], they can also have a BSc from from other disciplines, but then they have some some uh ECTS points, some LECTURES they need to take ADDITIONALLY to do additionally in order to yeah, to to have the the the the BASIC basic knowledge to study [subject area].

Researcher

So you're you're more FLEXIBLE about admission requirements for this part.

[P1]

Yes, I think it more more than more than in our last master's program.

Researcher

Right. And um so I mean, what about the students who are moving from uh [subject area], the BA, the German speaking ones? I mean because when you look online, it says that there's an admission requirement for B2 level ENGLISH to get into the COURSE. So are they required, are you more flexible about admission requirements also in terms of LANGUAGE ability or is this quite strictly enforced for B2 level English?

[P1]

Umm, that we're not THAT strict, let's put it like that. We we were, yeah, no, we're not THAT strict. I think is it written as such ((laughing)), I have to look it up, I'm sorry. What does it SAY actually ((looking at screen))? Because you're more informed than I am. But this never was an issue. Hm-hm, no we are not THAT strict, right?

Researcher

So is it, is it a case then if the students most of the students on the BA have done the 'Matura', you know, in the high school that anyway they would have B2 level English?

[P1]

Yeah, I THINK so. It never was an ISSUE actually. I never had a case where that would have been an issue.

Researcher

Right, right. I'm interested because when I was looking at the umm University Act, umm, one one of the clauses it said, in English, it said “it must be ensured that the completion of a bachelor's program at the respective university entitles a student WITHOUT further requirements to be admitted to at LEAST one subject related master's program”. So I was wondering if the language requirement ISN'T a further requirement or if because you you have OTHER master's programs in GERMAN that are kind of RELATED to [subject area], if not as a direct progress from, because because when I looked at the the description for the OLD German program for the master’s, it was actually the SAME as the BA description, right?

[P1]

Hm-hm, yeah, hm-hm.

Researcher

So it looked like, you know, we're going straight into THAT. Whereas NOW, like you said, there's several programs now including GERMAN language programs [?]. Sorry, because you've just given me the link, I haven't been able to pursue that. So it's that the way that um so in the in that way you ARE kind of FULFILLING the, um, the obligations through the the University Act because you have ALTERNATIVE provision in German? Am am I correct with that?

[P1]

Yeah, maybe THIS this wasn't the really the reason behind that that we're having the, no, no, no, not REALLY, it's just just GREW right somehow ((laughing)). But we'll fulfill these University Acts also with that, right, hm-hm.

Researcher

Yeah. Yeah, because I mean, someone, someone I talked to explained that when you make these curriculum changes, there's also somebody from the university, like administrative staff who are well-versed in the legal side of things. So they also attend the meetings. Is that right? Yeah.

[P1]

Yeah, that, that's right. Yeah. Yeah, exactly, yeah, uh-huh.

Researcher

So yeah, luckily I'm I'm going to be interviewing some of them, so hopefully they will be able to explain ((laughing)).

[P1]

That's GOOD because they know a lot of more than I do on on, on, on these legal things, right.

Researcher

Yeah ((laughing)). OK, so also like um I noticed there's a discrepancy between a German language requirement, uh say if you're doing a an MA in in one of your German [subject area] courses or if in another course you're required, or a bachelor’s as well, you're required to have C1 level German, which is quite a high level.

[P1]

Hmm, quite, it's quite high, yeah.

Researcher

Quite high, yeah, whereas for the English language courses, it's a lower um category, so it's it's B2.

[P1]

That's right. It makes things easier, right? So that's that's why I think also in terms of internationalization. So if people come here and would like to do a master's program, the OLD master's program, they have to be really good already in, in, in, in speaking GERMAN, right. And this makes things easier now with the the, the lower level in English, and and never was an issue since then.

Researcher

And um so so you feel about the lower level, this isn't just in [subject area], obviously it's for ALL you know, master's programs except for the the ones that specialize in English where they also, you know like the yeah, so C1. So do you feel like I mean B2 level is high enough competence for the program, so you don't see any any problems with this lower level?

[P1]

No. It was no, no, not really. I ALSO have to say we we we STARTED our master's program a new master’s program [# of years] ago. So it's quite fresh, right? So we haven't THAT much experience up until now. But yeah, it never was an issue. So I've, language wasn't an issue at all for for, when it came to the to the registration to the admission, but ALSO when according to the experiences we made in the classrooms.

Researcher

Right. So you feel you're you're teaching to the same high academic standards as as you would be in German, that there's no no difference?

[P1]

I I THINK so, yes, yeah, hm-hm.

Researcher

Umm, I noticed umm with some of the information ONLINE, which is all I've been going on so FAR is that some of the course curriculum, obviously it's a new course, is is still formulated in German. So is it a case that all you know the teaching in practice is all in English or do you also use some German as well?

[P1]

Uh. You mean in the new master's program, or you mean in general?

Researcher

Sorry, in in, in the new master's program, it was on the on the, umm, sorry on a DOCUMENT so I'm not-

[P1]

I know, yeah OK. So the CURRICULUM, you you mean, so the PDF, right? So the it it it it is by LAW and I also learned that, I didn't know that BEFORE, that the curriculum has to be written at the [case study university] has to be written in GERMAN and then there it's not possible to ONLY have an an English curriculum right, as a document. I didn't KNOW that there's some legal reasons for that, which you can definitely ask the person you're interviewing I don't know when today or some when, uh yes. So this that's the reason why, and and you also asked me before if we did teaching in English in our in our German speaking master's program in our OLD master’s program, yes, we DID. So we offered courses in English also when we had guest lecturers or guest professors, then they taught in English of course and also it wasn't, never was a big issue you have to ANNOUNCE it, right? And then that it's fine.

Researcher

Right.

[P1]

Or also master's master's thesis, right? Or or written in English even before and-

Researcher

Really?

[P1]

YEAH, yeah.

Researcher

All of all of them or just, they could choose.

[P1]

No, no, no, no, no, the, the, the, the, they had the OPTION to do it.

Researcher

Oh, I see. Yeah. OK. Umm, so I mean, as a GENERAL observation at the [case study university], um it seems like more and more courses are being offered in ENGLISH and and that is driven through at the MASTER'S level, I guess?

[P1]

Yes, the MASTER'S level right. So in the bachelor’s level, we have to to to teach in German or ALSO options can be can be done or can be offered in in English, but so in in principle it's a German speaking bachelor's program.

Researcher

Yeah, I I didn't find anything in the University Act that actually said bachelor's HAVE to be in German. So I mean it may be that I'm just not that familiar with the legal document, but-

[P1]

I THINK so but also I have to admit, as I already said, I'm not, yeah, into the the the legal stuff THAT much as as the person might be you’re you know then interviewing.

Researcher

Yeah, to give it to them, because I wasn't sure if it was a the university's OWN decision or that there was because because you've got to cater also to to the younger students who are going straight through the system if they're going straight from high school into university. So, I was expecting to find something in the University Act, but I didn't actually find anything that said, they HAVE to be in English, but yeah, I'll follow that up with-

[P1]

You mean have to be in GERMAN, you mean.

Researcher

Sorry, yeah, in GERMAN, yeah.

[P1]

Yeah, yeah, yeah. I think it it should be SOMEWHERE. As far as I know this, this is the LAW.

Researcher

Yeah. OK.

[P1]

But, yeah, I don't know EXACTLY. I couldn't uh, let's say, HIGHLIGHT the text in the in the in the, in the legal document right now and send it to you. It's not in the clause number whatsoever. Yes, okay. I think it's not ONLY the university's decision, it it has to be also kind of in AGREEMENT with the, with the GOVERNMENTAL decision right in, but I'm not 100% sure.

Researcher

Yeah. I mean, somebody I spoke to had thought that previously in Austria, you know, you had to guarantee progress from BA to masters to PhD. And you know, REGARDLESS perhaps of, ONLY on the basis of completion of the programs. Rather than umm, and and now that it's become more restrictive, are are you aware of that or?

[P1]

You mean it restrictive in terms of WHAT?

Researcher

In in terms of academic requirements to progress to the next level. Umm rather than mee-, or rather than only completion of of a program. Umm, is that not true?

[P1]

Um, no, I'm I don't get the POINT. So you you you have to have a a bachelor's degree in order to to to register for master's program. So it's consecutive, right? So this is what. Yeah. Yeah it always-

Researcher

So my so my point is if you if you just PASS like someone had said previously, if you just say PASS a master's, you're ENTITLED to move on to a doctoral program.

[P1]

YES you are, hm-hm.

Researcher

Are you? Just on the basis of completion?

[P1]

On the BASIS of completion, yes. So you have to the right or let's say to register for a for a, for a doctoral program.

Researcher

OK.

[P1]

Yes, it depends. But because now we are running these doctoral schools as well, and of course you do, you have, you can APPLY for for a PhD position right. Some of them are fine and some of them not, but in principle you're allowed to to register for for PhD studies after after having or having completed a master's.

Researcher

And can people reject you, though, because they can have restrictions in place, they're not allowed to reject you?

[P1]

But it depends on the on the doctoral schools as well, right? So and I think NOW they have distinct 'Kontingent' when it came, a a number of of of positions or places available, but in general it was ALWAYS the case that you're ALLOWED to do that, in in in the past it was that the university HAD to find a supervisor for you if or even was, let's say, able to FORCE a professor to supervise this or that student, right? This was the LAW, and I'm not sure if it's still the case, but I think so, but it's a NEW system now with the doctoral with the doctoral schools. But in general, I think legal, legal uh legally it is still the case that you have the right to do that.

Researcher

Hmm, OK, I have to follow that up.

[P1]

Uh self FINANCED, of course, right, this is uh, yeah.

Researcher

Yeah, yeah ((laughing)). You're a bit more picky about the people you give the funding to. I get that.

[P1]

Exactly.

Researcher

You don't want people dropping out.

[P1]

Umm.

Researcher

Yeah, I mean, so you commented on this interna- internationalization DRIVE, and I was wondering if if you feel that what you experience at [case study university] is kind of similar to other universities in Austria or if you're aware of other countries. I don't know if you COLLABORATE with, say, colleagues elsewhere, do you feel that it's a similar kind of thing in different Austrian universities that there's this movement?

[P1]

It is similar, right. So it it at the [university name A], for example, so it also the at the [university name B], [university name C], that they're moving towards the same direction. We are already a bit LATE I think the [case study university].

Researcher

Oh really?

[P1]

I get the impression at least.

Researcher

Are you more traditional.

[P1]

Yeah, we are VERY traditional. So the, the, the, the, the [redacted identifying information] university in Austria. And it's very yeah it's it's a yeah ((laughing)), a little bit OLD school and not that progressive as others might be. And it's ALSO a big issue, for ME at least in [subject area] there's also a a big issue always to to keep our bachelor students and to do a consecutive master's right, because we lost LOST many, it's it's in [subject area], so in the [sub-field] part of [subject area] to the [name of university A] to the the [type of university], right. Because they're very uh SPECIALIZED master programs there in terms of [sub-field A], [sub-field B] and stuff like that, and these are also things that we are dealing with in the [sub-field] part of [subject area]. And we lost a LOT of them to another university and it was ALSO kind of a motivation for us to keep them. Yeah … the GOOD ones ((laughs)).

Researcher

((laughing)) And and and have you swung that round in your favour again now with this new master's programs or with these specialized areas you mentioned before?

[P1]

So that was the reason also to give it a some kind of a LABEL, right also for the job market later on this, OK, but this is STILL a rather vague kind of of title, but it's it's even it's better and sexier, let's put it like that than than just only calling it [subject area], right. So [sub-field A] is is is, yeah, a HOT topic and [sub-field B] as well, and stuff like that. And so that's why, and and and all all of course core topics and of [subject area] per se.

Researcher

Yeah.

[P1]

And I'm I'm I'm not sure if we will be successful in keeping those students. I it's it's too early to to to tell because there's only one year of experience now.

Researcher

And this year, you've got about 50-50, right? So you've done done pretty well in the first year, I guess, no? ((laughing))

[P1]

Yeah. In terms of internationalization, YES. I I would uh yes, hm-hm.

Researcher

Right, yeah. Umm. Sorry, so I mean from what you say, it seems to be have been quite a smooth transition um I mean other than the the amount of workload you have implementing a new course. So so have there been any kind of challenges that you've encountered with the moving from the German program to the NEW English one? Umm.

[P1]

I think language-wise, no, no it it wasn't a big issue. Of course we we have completely new courses and and and to prepare the courses in English, right. This is, yeah, DEFINITELY quite an effort, and not only to change some topics and so on and so forth, but also to the materials, right and this is uh, but it was DOABLE, right? And of course, YEAH, we had some some issues in the beginning with the the, the students that didn't know the curriculum THAT well, then they they registered for courses which they weren't allowed to because there's some kind of requirements, at least at the at the in the first and the second semester to move on to another module. Umm to ALL of them have to take one that's two specific modules and then they are going to different specializations, right? But they have a common module in the beginning related to the to the to the topic of of the of the study. Umm, so [name of master’s] and they then will SPECIALIZE in different areas of of [subject area].

Researcher

Right. And and are there any support mechanisms in place for for your staff, for example, when they're changing the curriculum to English or are they quite comfortable, so it's more a case of workload?

[P1]

It's MORE a case of what workload, so most of them are. Yeah, they they already taught in English and and yeah, and and SOME are a little bit let's say, is it the correct term, reluctant?

Researcher

Right, yeah.

[P1]

But, and also I won't teach in English and there's a bit of a bit of a a tricky situation then of course as [unit position], we can FORCE them to do so. On the on the, on the other hand, it doesn't really make sense to DO that because in in the end they will just do crappy teaching, right? ((laughing))

Researcher

((laughing)) Yeah.

[P1]

But in general it wasn't-

Researcher

So how did you reconcile that?

[P1]

There were only a few situations and um, but in THIS specific case, it was that uh, we just said OK, then another another another, another one will do it, yeah.

Researcher

OK.

[P1]

And you don't have to do it, hm-hm.

Researcher

Did did they move on to one of the specialized German courses? Or did they do?

[P1]

Yes.

Researcher

Yeah. So it didn't, it didn't affect their, I guess their career. I mean because he was still teaching on master's programs, but one of the specialized [?]-

[P1]

It didn't affect, it wasn't the the, they didn't have a career ((laughing)) any more I would say because it was also a matter of AGE, so the older ones are SOME at least were more reluctant, more reluctant, with the the YOUNGER and mid-aged people were yeah just grew up more or less with with English as the the academic language, it didn't it wasn't an issue at all.

Researcher

And and these OLDER staff did they have concerns over their language competence.

[P1]

YES.

Researcher

Or was it some other reason why they?

[P1]

No, that was the main reason.

Researcher

Main reason ((nodding)).

[P1]

Yeah, I wouldn't put it like that, that this is just really a LIMITED number, right? This is not the just to to to be to be safe here ((laughing)). Yeah, yeah, because I think maybe they did they also they brought up some other reasons, but I I KNOW that that this was the main reason.

Researcher

OK. So do you feel the other reasons were just another explanation for that reason? ((laughing))

[P1]

Exactly, yeah and that doesn't make sense. And then we'll, yeah, for example, we're losing our own students and and and and stuff like that, so which is definitely not the case.

Researcher

And you were already losing your own students to another university-

[P1]

EXACTLY. So that we can do only do our best to keep them, and this is one one was just one decision in towards that direction.

Researcher

And the the other university which I guess is kind of competition for you within your subject area?

[P1]

Hm-hm.

Researcher

Did they also teach in English where they also going into English courses there.

[P1]

Yes. Yeah, yeah, yeah, yeah.

Researcher

Okay. So it it was more popular amongst the the German speaking students ALREADY to do English language.

[P1]

It was already for, for, for MANY of them, let's put it like that, yeah, hm-hm.

Researcher

Right right, that's interesting.

[P1]

It's more ATTRACTIVE also because maybe they will decide to do a PhD then somewhere else uhh or whatsoever yeah, or would like to to work abroad or internationally. So no this this was ALWAYS because the young people, the younger generation is really keen on that and and and and I think it's important that that THIS is so ((laughing)), and good.

Researcher

OK, I think we've covered lots of things ((laughing)).

[P1]

Yeah, I'm. I'm sorry that I wasn't able to answer the the, the, the, the legal part of the questions that it that it precisely, yeah.

Researcher

No, no, don't worry ((laughing)). I was just throwing it out on the off chance you might, you might know something. Don't worry about it. Um, yeah, is there anything YOU'D like to mention that I haven't given you a chance to talk about on on this? I mean, it seems to be you feel it's relatively unproblematic and also quite positive change.

[P1]

YES.

Researcher

Yeah

[P1]

Yeah, DEFINITELY because it was more or less my idea ((laughing)) or not that it was ONLY my idea, but I was really kind of MOTIVATED to do that, right and, hm-hm.

Researcher

Yeah. And yeah, and you like you say, you were already teaching SOME of the master’s in English.

[P1]

Yes, already and at the experience of already and it worked really well, and I had to convince a little bit the the [governance body], about the RENAMING, not that much regarding the language, they were more as already mentioned more in favor of having BILINGUAL but then [?] and I said NO, why not just only doing it in English, then we have with this kind of a hybrid situation then and it is really a bit painful ((laughing)) I think just do it yeah right away.

Researcher

How does how does it work with bilingual courses then? I mean, do YOU attract international students on bilingual courses or is it, I mean, is it basically catering towards the home students and?

[P1]

The home students, in order to to yeah, to teach in English and then for to to write in English, for them it was more, yeah, STUDENT-oriented, right then, yeah, but also, of course, as already mentioned if you have international guests and guest lecturers or guest professors, then of course the the courses are need to be given in taught in in in English only.

Researcher

Yeah. OK, alright, that's brilliant. Thanks, I got so much there.

[P1]

OK, I hope you you you get something out of it.

Researcher

Thank you so much for your time. I realize you must be really busy at the end of the teaching term at the moment. Is it [?]

[P1]

It's very intense[?] let's put it like that ((laughing)).

Researcher

Hope you get a holiday over the summer ((laughing)).

[P1]

Yes, I have three weeks off in, in, in July. So next week I'll work then three weeks of holiday, yeah.

Researcher

Oh brilliant yeah. Do you also teach on the doctoral programs?

[P1]

I do, yes.

Researcher

Yeah, does that tends to be in English already does it as well or.

[P1]

Yeah, yeah, it's only in English, yes. It's only in English, hm-hm.

Researcher

Really, OK, yeah, because um in the development plans they mentioned or you know, with these doctoral schools, you know, we're going to make them English language, blah, blah, blah. But you know, someone I spoke to said, well, they're already pretty much in English anyway, so it's more a case of um selling selling it.

[P1]

Selling it. Yes, yes, yes ((laughing)).

Researcher

Maybe to the to the to the BMBWF I don't know.

[P1]

Yeah, yeah, yeah. To the the ministry, yeah.

Researcher

Yeah. OK.

[P1]

OK, good.

Researcher

Thanks so much for your time. Thank you.

[P1]

You're welcome, and all the best for your research. Cheers, bye bye.